



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

activity and the Electron Theory"; "Solid Solutions"; "Colloidal Solutions"; "Liquefaction of Gases"; "Some Elementary Thermodynamic Deductions"; "Actinochemistry." Examples of the side-heads to paragraphs may serve to show that the topics selected for treatment are not by any means identical with those common to other similar textbooks; such side-heads are: "Relativity Principle," "Table of Energies and Their Factors," "Landolt's Experiments," "Significance of Valence," "Archimedes' Spiral [of the elements]," "Protyle," "Emission of Light and Temperature," "Stefan's Law," "Bolometer," "Protoelements," "Zeeman Effect," "Canal Rays," "The Value of e/m ," "Stokes' Law," "Siendentopf and Zsigmondy's Results," "Brownian Movement," "Kundt's Method," "Etch Figures," "Agglutination," "Three Ways to Damage a Storage Cell," etc.

Occasionally a paragraph seems to require remodeling from the viewpoint of the physicist, as in the proof of the equation $pv = \frac{1}{3} mnc^2$ (pp. 137-38); but this is infrequent. The 81 figures in the text are particularly clear, and as simple as they can be made. The chart on p. 148, after Johnstone Stoney, comparing the largest (astronomical) and the smallest (electronic) dimensions that we have measured and estimated, ought to be on the wall of every science classroom. But this is only one of many suggestions that any science teacher will gather from this excellent volume.

The proofreading was good, and the publishers have performed their functions creditably. Let those who doubt whether they ought to read the book be decided by the following quotation from the first chapter: "[Our subject] stands in the same relation to the subdivisions of the science of chemistry in which philosophy stands toward all sciences."

ALAN W. C. MENZIES

OBERLIN, OHIO

The School: An Introduction to the Study of Education. By J. J. FINDLAY. "The Home University Library of Modern Knowledge." New York: Henry Holt & Co. \$0.50 net.

While this book is concerned primarily with the elementary school, it contains many valuable references to secondary schools. Dr. Findlay was a pioneer in urging the advantage of the Herbartian movement upon English school men but like many others he has found in Dr. Dewey's work a more satisfactory basis, and he has made the latter's writings available to English readers.

The author traces the change that has come over Englishmen of other than the "ruling class" in favor of extending the "period of infancy" to seventeen or eighteen. His comment is: "But the 'leisure' and freedom of secondary education is not good for all, only for those, whether rich or poor, whose character is fitted for it." Concerning too early specialization and vocational and cultural training, he says: "The influence which his [a boy's] schooling will exert on his vocation will not come mainly from his special preparatory

attention to mathematics, but from his free general growth in an atmosphere, intellectual and social, which suits his nature."

"Every youth, boy or girl, even if able to earn some wages, needs to be retained under strong control until he has completed the first period of adolescence, i. e., until the age of eighteen or thereabouts." It seems clear that a regimen which deprives our youth, boys and girls, from any share in industrial or domestic toil goes counter to their natural instincts of social service and tends to unfit them for a proper understanding of the world. There are good statements in the book of the characteristics of the adolescent period and of the curriculum which meets its needs. There is also an excellent bibliography and index.

FRANK A. MANNY

BALTIMORE TEACHERS TRAINING SCHOOL

Lutheran Teacher-Training Series for the Sunday School. Book Two. *The Pupil and the Teacher.* By LUTHER A. WEIGLE. Philadelphia: The Lutheran Publication Society, 1911. Pp. 217. Paper, \$0.35; cloth, \$0.50.

This little volume will have a distinct interest for all who are seriously concerned with the problem of training Sunday-school teachers. It is an admirable text for training classes in the Sunday school, and should be of much value as a basis for a similar course in college or university.

Part I contains a series of eleven lessons on a well-balanced and clearly written account of mental development from childhood through adolescence, with special sections devoted to instinct, habit, will, etc.

Part II is devoted to methods of teaching (ten lessons). Here arguments for graded work are presented, suggestions as to lesson-planning, getting the pupil to work, utilization of the principles of apperception and attention, how to ask good questions, the class as a social institution, the spiritual goal, and Jesus, the ideal teacher.

The work abounds in excellent illustrations, and at the end of each lesson are suggestive questions for study and discussion.

The author naturally strives to state clearly old and accepted principles rather than anything new or speculative. His originality shows itself in the arrangement of the work and in the emphasis which he gives various points. It is difficult to imagine how the simpler principles of psychology and pedagogy could be presented more effectively.

IRVING KING

UNIVERSITY OF IOWA
IOWA CITY, IOWA

The Culture of Religion. By EMIL CARL WILM. The Pilgrim Press. Pp. 201. \$0.75 net.

In this volume Professor Wilm gives a well-ordered and fairly comprehensive account of the various activities and agencies in home, school, and